REVISED MARCH 10, 2006

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) __ Elementary X Middle __ High __ K-12 __Charter

Name of Principal Mrs. Sharon Morell
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Severna Park Middle School
(As it should appear in the official records)

School Mailing Address 450 Jumpers Hole Road
(If address is P.O. Box, also include street address)

Severna Park MD 21146-1689 .
City State Zip Code+4 (9 digits total)

County Anne Arundel County State School Code Number* 2043

Telephone (410) 647-7900 FAX (410)647-7900 .

Website/URL http://www.aacps.org/aacps/spms/index.htm E-mail slmorell@aacps.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Mrs. Nancy Mann, Interim Superintendent
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Anne Arundel County Public Schools Tel. (410) 222-5304

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Konrad M. Wayson

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   - 76 Elementary schools
   - 19 Middle schools
   - ____ Junior high schools
   - 12 High schools
   - 6 Other
   - 113 TOTAL

2. District Per Pupil Expenditure: $9,773

   Average State Per Pupil Expenditure: $9,062

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 9 Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					**7**	241	222	463
K					**8**	244	231	475
1					**9**			
2					**10**			
3					**11**			
4					**12**			
5					**Other**			
6	212	232	444					
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						1,382

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

90 % White
4 % Black or African American
2 % Hispanic or Latino
4 % Asian/Pacific Islander
_____ % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 4 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	34
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	20
(3)	Total of all transferred students [sum of rows (1) and (2)]	54
(4)	Total number of students in the school as of October 1	1354
(5)	Total transferred students in row (3) divided by total students in row (4)	0.0398
(6)	Amount in row (5) multiplied by 100	3.98

8. Limited English Proficient students in the school: Less than 1%
7 Total Number Limited English Proficient

Number of languages represented: 4
Specify languages: **Korean**
Urdu
Tagalog
Spanish

9. Students eligible for free/reduced-priced meals: 3%

Total number students who qualify: 42

If this method does not produce an accurate estimate of the percentage of students from low-income

families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: __8____%
___111__Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

_6__Autism	____Orthopedic Impairment
____Deafness	_15_Other Health Impaired
____Deaf-Blindness	_52_Specific Learning Disability
_2__Emotional Disturbance	_16_Speech or Language Impairment
_1__Hearing Impairment	____Traumatic Brain Injury
_4__Mental Retardation	____Visual Impairment Including Blindness
15__Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	3	
Classroom teachers	76	3
Special resource teachers/specialists	0	0
Paraprofessionals	10	0
Support staff	17	7
Total number	106	10

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 18:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract

the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	97%	96%	96%
Daily teacher attendance	99%	99%	96%	97%	97%
Teacher turnover rate	10%	9%	12%	23%	9%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Last year, seventh-grade students at Severna Park Middle School (SPMS) sold more than $10,000 in daffodils to benefit the American Cancer Society—more than any other state participants raised. This effort exemplifies what those in Severna Park, Maryland, know: whatever SPMS undertakes, it will excel whether it be academics, the arts, or the after-school programs. The school's accomplishments reflect a strong partnership among the highly committed staff, active parental involvement, and dedicated community support.

The school is situated in Severna Park, a quiet suburban town of 30,000 that serves Baltimore to the north and Washington, D.C., to the west. Nearly 1,400 students attend sixth, seventh, and eighth grade at the town's only middle school.

The culture of achievement at SPMS creates a climate of success that provides students with the skills and strategies to be successful academically and socially. The staff, curricula, after-school opportunities, parents, and community support the school's mission: *to establish a safe, positive environment that maximizes students' individual learning potential, enabling them to function as responsible, productive and caring members of society.*

Wholehearted pursuit of the mission pays tangible results. In the last three years, SPMS students have scored in the top three percent of the state on the Maryland School Assessment (MSA). The school ranks first in the state in participation in high school level math. This 2005–2006 school year, 396 students are taking Algebra, 94 are taking Geometry, and six are enrolled in Algebra II. For the past four years, every student passed the High School Assessment in Algebra. Among the 19 middle schools in Anne Arundel County, SPMS ranked first on the 2005 MSA in sixth and seventh grade reading and in eighth grade math.

Based on data that identify the strengths and needs of each student, SPMS provides the opportunity to enroll in remedial or advanced programs. Corrective Reading and focus groups are available for students who need additional support. The school also offers the Advancement Via Individualized Development Program (AVID) for college bound students needing extra help. For students working above grade level, the College of William and Mary program provides additional academic challenges.

All students stay with a grade level team of teachers for their core classes. An Anchor Class meets daily to review homework and class work, and each team maintains a website to review assignments.

The arts are an integral part of the SPMS curriculum. The music department's students regularly participate in—and win—state and national competitions. Additionally, SPMS was invited to participate in the special Artist in Residence Program with the Maryland Art Teaching Institute.

The school enjoys a strong and involved Parent Teacher Organization (PTO) and Citizen Advisory Council. Last year, SPMS received the county's Top Volunteer Award for its greeting table. Volunteer parents welcome visitors and students to the school every day, providing an additional level of security and a welcoming environment. Several other schools have initiated their own greeting tables based on the SPMS model and success.

Local businesses and organizations also collaborate with SPMS. Bill Bateman's, a local restaurant, supports the AVID program. The National Junior Honor Society works in partnership with the Rotary Club. A monthly savings bond, based on academic achievement, is awarded by the Elks Club. The Chamber of Commerce supports SPMS's peer mediation and peer mentoring programs.

A dedicated faculty, involved parents, supportive community, and hard-working students all combine to make Severna Park Middle School a model for the entire state and an example of the finest in public education.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Part IV-1. *Assessment Results*

Since the 2002–2003 school year, students in Maryland grades six to eight have participated in the Maryland School Assessment (MSA). Created to meet the standards set forth by the No Child Left Behind (NCLB) legislation, the MSA requires students to demonstrate that they have a broad base of knowledge in language arts and mathematics that align with the Voluntary State Curriculum (VSC). Within these content areas, students must synthesize information into brief constructed responses, answer selected response questions and, in seventh- and eighth-grade mathematics, create student-produced responses.

In accordance with NCLB, Maryland tracks schools that did not meet their adequate yearly progress (AYP) goal. To achieve AYP, a middle school must achieve all of the school's targets in three reported areas: reading, mathematics and attendance rate. (If a school misses the target in the same area for two consecutive years, it will be identified for placement in the school improvement process.) Student achievement is measured using three categories: basic, proficient and advanced. These criterion-referenced scores depict student performance in relationship to VSC objectives at each grade level. Questions on the MSA are designed to demonstrate the knowledge students have acquired through their current grades. Severna Park Middle School (SPMS) uses the MSA scores and various other assessments to measure its students' achievements.

Maryland has established performance targets, called annual measurable objectives, which annually assess the progress of student subgroups, schools, and school districts. Meeting these objectives ensures that all students achieve a proficient level by the 2013–2014 school year. Students at SPMS uniformly perform well on the MSA. In fact, SPMS consistently maintains the lead in MSA scores in the Anne Arundel County Public School system. *(For more information about the MSA and to view these scores, visit www. mdk12.org.)* Additionally, all students in eighth grade showed consistent proficiency and advancement between test years 2003–2005.

SPMS disaggregates data on sub groups although those populations are too insignificant to report.

PART IV -2. *Using Assessment Results*

Assessments are not simply used to calculate a student's grade at Severna Park Middle School (SPMS); they are used to help evaluate and improve instructional practices. SPMS language arts and mathematics teachers use a variety of assessment data to formulate instruction for grade-level classes and individual students. Teachers uses formative and summative assessments constructed from objectives in the Voluntary State Curriculum (VSC) to monitor day-to-day progress. The ongoing process of collecting and analyzing data, sharing information during weekly grade-level teacher meetings, and analyzing end-of-unit assessments facilitates a clearer understanding of student needs. Specific instructional strategies are then implemented to improve student performance.

Using this diagnostic and prescriptive process, teachers evaluate and adjust instruction and identify any potential learning difficulties accordingly. County-wide assessments are provided in Maryland School Assessment (MSA) format and scored. These results are processed in a centralized data-monitoring system that mirrors the proficiency levels established by MSA criteria. Through these end-of-unit assessments, teachers determine instructional strengths and weaknesses in specific areas of the content standards and address and correct these disparities in daily instruction. The countywide assessments are a standard topic of discussion at weekly grade level teacher meetings during which criteria for exemplary responses are determined, ensuring consistent scoring practices.

The School Improvement Plan includes a section on Best Practices. Data analysis supports the trend of student improvement when these strategies are used in daily direct instruction. Teachers continue the cycle of interpreting data, adjusting the pacing of lessons, and accelerating or re-teaching as the data dictate.

PART IV-3. *Communicating Assessment Results*

Severna Park Middle School (SPMS) communicates effectively with its different stakeholders using a variety of venues. Its website provides a wealth of information about school-wide events. Students, parents, and teachers can view every educational team's Web area, where daily and weekly homework assignments are posted along with specific team announcements, educational enrichment activities, and, in some cases, even automatic news flashes sent via e-mail. A calendar link provides important dates for testing, including the Maryland School Assessment (MSA), High School Assessment (HSA), midterms, and final exams. There is also a link to the School Improvement in Maryland website (www.mdk12.org) where extensive performance and assessment data can be found, including comparisons to other schools throughout the county and state. The website for SPMS—www.aacps.org/aacps/spms/index.htm—is easily accessed through the main website for Anne Arundel County Public Schools (www.aacps.org).

SPMS also produces a monthly newsletter that details school events and opportunities for parents and community leaders to become involved in school activities. These newsletters are sent to the elementary schools and the high school within the feeder system, and to the Severna Park Public Library, local newspapers and businesses, county council representatives, the Severna Park Chamber of Commerce, and the Anne Arundel County Public Schools Board of Education.

Faculty use weekly staff meetings and school-based e-mail to discuss student issues, interdisciplinary team concerns, and other significant school-wide events. These venues are also used to share information about student performance with parents. Course grade sheets, interim reports, and report cards are continually distributed and annual parent-teacher conferences and student-led conferences help enable students, parents, teachers, and staff to work together. Student portfolios are another integral component of effective communication among teachers, parents, and students.

Educators work collaboratively within grade levels and departments to develop and implement curriculum and assessments and to analyze performance data. They share challenges and successes and develop initiatives to enhance student achievement. Agendas and meeting minutes are shared school-wide and observations and informal administrator walkthroughs provide opportunities for dialogue about Best Practices.

Additionally, the School Improvement Team and the Faculty Council discuss and disseminate information relevant to the school. The Citizens Advisory Council works closely with the administrators, teachers, and parent representatives of SPMS feeder elementary schools to discuss current issues and concerns, develop plans of action where appropriate, and collaborate to ensure that all schools are working effectively to help students realize their full academic potential.

PART IV-4. *Sharing Success*

Faculty members of Severna Park Middle School (SPMS) are frequently selected to share their expertise at county and state levels. Members have served on county and state curriculum development and writing committees and have shared their best practices in the delivery of instruction at county workshops and in-service trainings. Teachers from other county schools have visited SPMS to learn about the innovative technology programs that were developed by SPMS faculty.

For the past four years, every SPMS Algebra student passed the High School Assessment. Among the 19 middle schools in the county, SPMS ranks first on the 2005 Maryland School Assessment in sixth and seventh grade reading and eighth grade math. As a result, members of the county and state school boards and local media have visited math classes to observe instructional practices. Students also participate in math competitions such as Math Olympiad, Math Counts and 24.

In addition to teaching at SPMS, some instructors teach university courses at area colleges, including Loyola College in Baltimore, Maryland, and Anne Arundel Community College in Arnold, Maryland. Faculty representatives have worked with Maryland State Department of Education personnel to select passages and develop assessment items for the Maryland School Assessment.

SPMS has established a vertical teaming arrangement with Severna Park High School and its feeder elementary schools. These meetings have opened discussions among faculty of these schools to ensure smooth transitions for sixth graders entering the middle school and ninth graders entering the high school. Reciprocal classroom visitations allow teachers to see the instruction occurring at all three levels. Additionally, high school students interested in pursuing education as a career visit SPMS to observe and gain firsthand experience in the classroom.

PART V – CURRICULUM AND INSTRUCTION

Part V-1. *Curriculum*

The education program at Severna Park Middle School (SPMS) reflects the curriculum standards set by the Anne Arundel County Public School (AACPS) System. Teachers under the direction of AACPS content coordinators design this curriculum. All curriculum decisions are based on national standards, Core Learning Goals, and the Maryland Voluntary State Curriculum (VSC). Pacing Guides are used to ensure uniformity in content, resources, and pacing, though there is latitude to vary delivery strategies, reteach concepts, and differentiate instruction.

The **English/language arts** program advances students' language and communication skills via instruction using the county's prescribed text series, *Language of Literature* and *Bridges to Literature.* Both texts are designed to accelerate reading, writing, listening, and speaking abilities. Instruction is aimed at developing comprehension and communication skills and at strengthening students' facility to express clear ideas.

In **science**, students take a hands on role in understanding and applying scientific principles, concepts, and theories pertaining to the physical world and the living environment. In addition, they recognize the historical development of ideas in science. This is accomplished through mathematical analysis, scientific inquiry, and engineering designs that lead students to pose questions, investigate answers, and develop solutions.

Mathematics begins with the Algebraic Thinking Foundations and continues through Algebra II. Teachers utilize interactive programs, websites, games, video, manipulatives, and competitions to enhance learning. Hands-on instruction coupled with technology integration enables students to make real-life connections. Many students earn three high school math credits while at SPMS.

The primary goal of the **social studies** program is to provide students with the skills necessary to become informed and engaged citizens. Building on a foundation of strong primary sources, students develop an understanding of real-world events, effectively use data from online sources, and create meaningful connections to prepare them to participate fully in a democratic society.

The **foreign language** program allows students to explore other languages and cultures. Courses range from exploratory to level-one high school equivalency. Additionally, an advanced course of study cultivates students' communicative competency in a foreign language. Emphasis is placed on developing the ability to communicate effectively in another language and developing linguistic accuracy within the context of authentic scenarios.

SPMS's open-ended **art** curriculum emphasizes process and reflection using problem-solving models. Instruction, based on themes, directly relates to a master artist or cultural exemplar. Teachers use strategies that incorporate inquiry, experience, creativity, and reflection in their art lessons. Additionally, for special-needs students, technology, reading, and writing strategies are addressed in the art classrooms, as well as cross-curricular/ interdisciplinary connections.

Part V-2b. *(Secondary Schools) English*

In 2004, the reading office of Anne Arundel County Public Schools (AACPS) adopted a single textbook plan for middle school English/Language Arts. Published by McDougall-Littel, *Language of Literature* offers advanced-level reading while *Bridges to Literature* supplies lower-level text for struggling readers. The text series was selected because it closely aligns with Voluntary State Curriculum (VSC) objectives outlined in the county's Pacing Guides.

Pacing Guides provide teachers at Severna Park Middle School (SPMS) with clear direction for content as well as objectives to be met each marking period. The major domains of English, reading, writing, listening, and speaking all receive balanced consideration. *Language of Literature* and *Bridges to Literature* provide reading material, suggested activities, and projects that encourage students to master English language skills.

SPMS has several initiatives to enhance instruction mandated by the county for below grade-level readers. Students are given independent reading time and/or teacher conference opportunities during their regular language arts classes. Every afternoon in Anchor Class, below grade level readers meet with an Anchor teacher who is often assisted by a counselor from each grade. Anchor Classes provide extra instruction in reading skills, comprehension, and literary analysis through a variety of texts. One of the school's most successful initiatives is Book Talk in which parents and community members volunteer to help struggling students. Book Talks are small group discussions that enable all readers to express opinions and engage in lively discussions without the inherent pressures of a larger classroom. These special activities, along with the county mandated Corrective Reading program, are vital components of the SPMS initiatives to assist readers.

Part V-3. *Mathematics, Science, Etc.*

Severna Park Middle School's Music Program

The music program at Severna Park Middle School (SPMS) strives to make musicianship an integral part of students' education and a lasting influence on their lives. The department's goal is in alignment with the school's mission statement. The teachers strive to create productive members of society through intensive group work. The program is designed to instill in students a respect for all people and cultures. This year alone, the students perform music from such diverse musical backgrounds as African American spirituals, a song designed to commemorate the inscription at the base of the Statue of Liberty, and music derived from Africa, Asia, Latin America, and Native American cultures. In addition, the music teacher and students are collaborating to compose a large musical piece designed to memorialize a coworker who passed away over the summer.

Nearly 80 percents of the 1,385 students enrolled at SPMS are involved in one or more music programs, which range from instrumental to vocal to general music. This tremendous number is a direct result of a devoted school faculty and administration and strong commitment by parents and the surrounding community. Currently, twelve performing ensembles operate during the year, providing students with opportunities to stage Broadway musicals, to win contests at local, state, and regional levels, and to perform with major professional ensembles such as the Baltimore Symphony Orchestra.

Part V-4. *Instructional Methods*

High student achievement at Severna Park Middle School (SPMS) is a direct result of instructional strategies that engage and challenge students. Beginning with a foundation of state and county curriculum standards, teachers employ a variety of research-based and data-driven methodologies to help students achieve. Institutional practices have developed from the research of Chall, Tomlinson, Marzano, Gardiner, and Kagan and include direct instruction of pre-reading and reading comprehension strategies in all subjects; differentiated instruction; multiple, kinesthetic learning experiences within each instructional block; and cooperative learning. The use of manipulatives, modeling, guided practice, and reflection are integral to each lesson. To facilitate authentic learning, teachers provide problem-based experiences to help students develop connections with real-world applications.

Flexibility and responsiveness to individual student learning needs are also major components of the instructional program. Using test data, at-risk students are identified so teachers can closely monitor their learning in a formal mentoring Anchor Program. Moreover special education students, whose individual learning needs are more extensive, receive the full benefit of support from staff members who coordinate services with content teachers to help these students access the curriculum effectively.

Three high school-level math courses have been added to meet the needs of advanced learners, some of whom will complete pre-calculus by the end of eighth grade. Students also participate in an advanced language arts program developed by the College of William and Mary that incorporate Socratic methodologies of inquiry and discussion. Students experience advanced content as they develop higher-level skills in reading, writing, literary analysis, and reasoning.

When data indicated a need to address students "in the middle"—traditionally among the least-served—SPMS instituted the Advancement Via Individual Determination (AVID) program. This nationally recognized program outlines the skills students need to succeed in a rigorous curriculum in order to complete a college preparatory path. AVID instructional strategies, such as Cornell Note Taking System, learning logs, and writing and reading to learn activities, are used schoolwide.

Part V-5. *Professional Development*

Professional development at Severna Park Middle School (SPMS) is an ongoing process. Countywide courses, workshops, and in-service trainings are provided by the Staff Development Office of Anne Arundel County Public Schools (AACPS). Teachers meet during in service days and summer institutes to gain insights and skills related to curriculum, instructional strategies, and technology. County curriculum specialists visit the school regularly to monitor content delivery, conduct training and provide guidance. School-wide staff development occurs as the result of identified needs and new initiatives. This can result from observed or staff-initiated concerns as well as from the School Improvement Plan. Staff development may occur over several days or during faculty meetings or within team meetings. Examining Student Work, a recently introduced professional development program, brings teachers together for dialogue that significantly helps teachers evaluate and refine their instructional methods.

One of the most powerful professional development tools for creating a positive impact on instructional practices arises from the many opportunities for collegial collaboration. Teachers meet regularly in interdisciplinary teams, grade-level content groups, and in content areas. During these meetings, teachers evaluate student data, examine student work, and share best practices. Department chairs visit classes regularly and provide opportunities for teachers to observe each other. New teachers are assigned content-area and team partners to help them adjust to a new school and curriculum. Vertical teaming visits between feeder elementary schools, SPMS, and the high school allow teachers to discuss and coordinate instruction to ensure that students are prepared for their next academic level and beyond.

Individually, SPMS staff members recognize the importance of continuing education. Teachers are enrolled in a variety of graduate programs. Several teachers have been recognized as experts and teach courses for AACPS as well as area colleges. SPMS teachers have been on the leading edge of incorporating technologies into standard practice, including Unitedstreaming, the use of Smart Boards, and the Classroom Performance System (CPS). Many teachers have been recognized by AACPS and the State of Maryland for their outstanding contributions to education.

From back-to-school in-service trainings to ongoing conversations about students, data, and instruction, the teachers at SPMS exemplify commitment to excellence and learning. The ideas shared, strategies exchanged, and practices implemented are fundamental to creating a climate of success for students.

Table 1
Grade 6 Reading

State Tests

Testing month	2004-2005 MSA	2003-2004 MSA
SCHOOL SCORES		
% At or Above Basic	100	100
% At or Above Proficient (Satisfactory)	93	91
% At Advanced (Excellent)	55	61
Number of students tested	461	447
Percent of total students tested	100	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
STATE SCORES		
% At or Above Basic	100	100
% At or Above Proficient (Satisfactory)	70	63
% At Advanced (Excellent)	31	30

Table II
Grade 7 Reading

Testing month	2004-2005 MSA	2003-2004 MSA
SCHOOL SCORES		
% At or Above Basic	100	100
% At or Above Proficient (Satisfactory)	92	92
% At Advanced (Excellent)	64	55
Number of students tested	463	436
Percent of total students tested	100	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
STATE SCORES		
% At or Above Basic	100	100
% At or Above Proficient (Satisfactory)	67	67
% At Advanced (Excellent)	28	26

Table III
Grade 8 Reading

State Tests

Testing month	2004-2005 MSA	2003-2004 MSA	2002-2003 MSA
SCHOOL SCORES			
% At or Above Basic	100	100	100
% At or Above Proficient (Satisfactory)	90	88	85
% At Advanced (Excellent)	48	44	52
Number of students tested	437	469	487
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
STATE SCORES			
% At or Above Basic	100	100	100
% At or Above Proficient (Satisfactory)	66	64	60
% At Advanced (Excellent)	24	21	26

Table IV
No Child Left Behind - Blue Ribbon School
Grade 6 Math

Testing month	2004-2005 MSA	2003-2004 MSA
SCHOOL SCORES		
% At or Above Basic	100	100
% At or Above Proficient (Satisfactory)	90	84
% At Advanced (Excellent)	45	35
Number of students tested	461	448
Percent of total students tested	100	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
STATE SCORES		
% At or Above Basic	100	100
% At or Above Proficient (Satisfactory)	60	50
% At Advanced (Excellent)	15	11

Table V
No Child Left Behind - Blue Ribbon School
Grade 7 Math

State Tests

Testing month	2004-2005 MSA	2003-2004 MSA
SCHOOL SCORES		
% At or Above Basic	100	100
% At or Above Proficient (Satisfactory)	92	85
% At Advanced (Excellent)	47	32
Number of students tested	463	436
Percent of total students tested	100	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
STATE SCORES		
% At or Above Basic	100	100
% At or Above Proficient (Satisfactory)	55	50
% At Advanced (Excellent)	14	10

Table VI
No Child Left Behind - Blue Ribbon School
Grade 8 Math

Testing month	2004-2005 MSA	2003-2004 MSA	2002-2003 MSA
SCHOOL SCORES			
% At or Above Basic	100	100	100
% At or Above Proficient (Satisfactory)	88	84	65
% At Advanced (Excellent)	51	48	19
Number of students tested	437	469	487
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
STATE SCORES			
% At or Above Basic	100	100	100
% At or Above Proficient (Satisfactory)	52	46	40
% At Advanced (Excellent)	19	17	13

Table VII
No Child Left Behind - Blue Ribbon School
Special Education

READING

GRADE 6 READING	2004-2005 MSA	2003-2004 MSA	
4. Special Education			
%At Basic	36	49	
%At Proficient	51	42	
%At Advanced	13	9	
Number of Students Tested	47	43	
GRADE 7 READING	2004-2005 MSA	2003-2004 MSA	
4. Special Education			
%At Basic	40	47	
%At Proficient	47	44	
%At Advanced	13	9	
Number of Students Tested	38	45	
GRADE 8 READING	2004-2005 MSA	2003-2004 MSA	2002-2003 MSA
4. Special Education			
%At Basic	65	61	57
%At Proficient	30	37	33
%At Advanced	5	2	9
Number of Students Tested	40	46	54

Table VIII
No Child Left Behind - Blue Ribbon School
Special Education

MATH

GRADE 6 MATH	2004-2005 MSA	2003-2004 MSA	
4. Special Education			
%At or Above Basic	49	51	
%At or Above Proficient	45	44	
%At Advanced	6	5	
Number of Students Tested	47	43	
GRADE 7 MATH	2004-2005 MSA	2003-2004 MSA	
4. Special Education			
%At or Above Basic	37	58	
%At or Above Proficient	58	40	
%At Advanced	5	2	
Number of Students Tested	38	45	
GRADE 8 MATH	2004-2005 MSA	2003-2004 MSA	2002-2003 MSA
4. Special Education			
%At or Above Basic	48	54	87
%At or Above Proficient	50	41	11
%At Advanced	3	4	2
Number of Students Tested	40	46	54